DOCUMENT RESUME

ED 313 055 IR 052 962

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TITLE The Challenge for Change in School Libraries: After "Guidelines," What Next?
PUB DATE Jun 89
NOTE 22p.; Paper presented at the Annual Conference of the Canadian Library Association (44th, Edmonton, Alberta, Canada, June 22-25, 1989).
PUB TYPE Guides - Non-Classroom Use (055) -- Viewpoints (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Change Strategies; *Cooperative Programs; Course Integrated Library Instruction; Elementary Secondary Education; Foreign Countries; *Guidelines; *Learning Resources Centers; Library Associations; Library Planning; *Library Role; Models; Policy Formation; School Libraries
IDENTIFIERS Canada; *Information Power

ABSTRACT

This paper examines "Information Power: Guidelines for School Library Media" ("Guidelines"), a key document published by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) that proposes changes in school library media development in the United States and Canada. The "Guidelines" is analyzed with emphasis on how the basic principles can and should be applied to Canadian situations. Topics discussed are: (1) the "Guidelines'" mission statement and specific challenges brought about by this mission; (2) the issue of program development--i.e., the school library media program being fully integrated into the schools' overall curricula--and the concept of "partners"--i.e., a cooperative and collaborative planning model; and (3) the three-fold role of the library media specialist as information specialist, as teacher, and as instructional consultant. It is recommended that Canadian institutions consider the capacity-performance model (i.e., the capacity to meet institutional/educational needs and the ability to perform at a level appropriate to the institution and its members), which requires an exploration of vision and values, and which strives to renew an institution's vitality. A chronology of guidelines documents and other landmarks across the decades in the United Stated and Canada is included, as well as provincial documentation for reference purposes. (SD)

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ED313055

CANADIAN LIBRARY ASSOCIATION

44th ANNUAL CONFERENCE

THEME: CHOICE MAKING : RISK TAKING

22- 25 June 1989

EDMONTON CONVENTION CENTRE

Session 30
Thursday, 22 June 1989
3:45 - 5:00 p.m.

The Challenge for Change in School Libraries:

After "Guidelines", What Next ?

Convenor: Jan Dobbins, President
Learning Resources Council
Alberta Teachers Association

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CHALLENGE FOR CHANGE IN SCHOOL LIBRARIES

AFTER GUIDELINES, WHAT NEXT ?

1. Introduction and Purpose

2. Historical sketch of Guideline Documents

3. INFORMATION POWER
   - .1 Who were the generators?
   - .2 Who is the audience ?
   - .3 What does it tell us ?
     - .1 Key concepts
     - .2 Comparison to Canadian documents

4. So we have these guidelines ... now what are the implications for schools, districts, C & U, and the Association(s)
   - Change factors
   - Vision
   - Agenda
   - Harmonization of long and short term agendas

   4.1 Capacity - Performance Model: Its Application
   - 4.1.1 Define Capacity
   - 4.1.2 Performance
   - 4.1.2 Vitality as sustained focus
     - commitment
     - innovation
     - results

   4.2 Prognosis for Turnaround : The loss of Vitality
   - .1. Vision drift
   - .2. Leadership distance from field
   - .3. Alignment of vision, strategy and systems
   - .4. Treating people as just another resource

   4.3 Guideposts to School Librarianship VITALITY
   - .1. Energetic champions with clear vision
   - .2. Commitment to continuous improvement
     - .1 permission/agreement/unity
     - .2 potency.. scope resource base
     - .3 protection/spread of ideas
   - .3. Committed to quality service & resources
   - .4. Committed to meeting clients needs
   - .5. Judiciously guard the use of one's time

5. Summary & Conclusions
   - 5.1 Who maintains the scorecard

CHALLENGE FOR CHANGE IN SCHOOL LIBRARIES
AFTER GUIDELINES, WHAT NEXT ?

> Libraries are so central to education that a seasoned educator can look at a school's library and its usage and obtain from it the best single indicator of the school's quality and effectiveness.
>
> Felix C. Robb
> School library Media Quarterly
> Winter, 1984

What changes have occurred in your program of school library media services over the past three years ? How have you grown ? How have you changed ? How have your students grown and changed? How can you measure the educational significance of these changes in your system ? in the nation ??

> Everything in life that we really accept undergoes a change. (Katherine Mansfield)

Change is a difficult process to initiate; people put up protective barriers to change. As leaders in education we must be careful when instituting change to do so through proper group process so that the changes do not destroy the personal and working relationships among the members of the group.

One of the vehicles for change is the publication of documents which enunciate the vision and philosophy of the group or institution. In the field of school librarianship, we have a miscellany of documents. We have called them guidelines, policy statements, resource documents, reports and working papers. A literature review shows some patterns and trends in the development of the concept of the library as a tool in the education process. It also shows the waves of change spreading across the country. The following charts show the evolution of some of the official statements about the place of the school library media learning resource centre in our schools.

Chart 1

GUIDELINE DOCUMENTS AND OTHER LANDMARKS ACROSS THE DECADES

AMERICAN

1920 C.C. Certain. Standards for High Schools

1925 C.C. Certain. Standards for Elementary Schools

1945 School Libraries for Today and Tomorrow

1960 AASL Standards for School Library Media Programs

.....

AMERICAN	CANADIAN
	1962 CSLA founded
	1964 British Columbia. Dept. of Education. Survey of B.C. School Libraries
	1964 Saskatchewan Association of School Librarians Proposed Standards for School Libraries in the Province of Saskatchewan (Evans/Wright)
	1967 CSLA Standards for Library Services for Canadian Schools(Newsom)
1969 AASL / DAVI Standards for School Media Programs	1970 EMAC Media Canada: Guidelines for Educators (Miller)
1975 AASL / AECT Media Programs: District and School	
	1977 AMTEC/CSLA Resource Services for Canadian Schools (Branscombe / Newsom)
	1979 CSLA The Qualifications for School Librarians.
	1981 CSLA Recommended Curriculum for Education for School Librarianship
	Provincial Documentation (Chart 2)
1988 AASL / AECT Information Power: Guidelines For School Library Media Programs	

Chart 2

PROVINCIAL DOCUMENTATION FOR REFERENCE PURPOSES

1967 Ontario. Department of Education
Library Handbook for Elementary Schools in Ontario

1989 Ontario Secondary School Teachers' Federation
Librarianship: A Resource Booklet, prepared by the members of the Librarianship Subject Council of the OSSTF

1969 Manitoba Association of School Librarians
Report of the Committee on Library Technical Assistants in Manitoba

1978 B.C. Dept of Ed.
Sources and Resources for School Libraries

1982 Ontario. Ministry of Education
Partners in Action: The Library Resource Centre in the School Curriculum

1983 Saskatchewan Education
Report of the Learning Resource Centre Services Reference Subcommittee

1984 British Columbia Teacher Librarians Association
Fuel for Change: Cooperative Program Planning and Teaching

1984 Saskatchewan Education. Minister's Advisory Committee
Directions: The Final Report. February, 1984
Saskatchewan Education: Its Programs and Policies June, 1984

1985 Alberta Education. Media and Technology Branch
Focus on Learning: An Integrated Program Model For Alberta School Libraries

1986 Nova Scotia School Library Association
Organizing the School Library: A Practical Manual of Techniques and Promotion Activities for School Library Personnel (J.G. Reade, Compiler)

1986 Sask. Association of Educational Media Specialists
The 4th R: Resource Based Learning - The Library Resource Centre in the School Curriculum

1986 Saskatchewan Education. Curriculum Development Division
School Library Needs Assessment: A Procedures Manual (Writers: Pat Meadley & Loraine Thompson. Editor: Susan Lewis)

1987 Nova Scotia School Library Association
Nova Scotia School Libraries:Standards & Practices

1987 Saskatchewan Education. Curriculum Development Division
Resource-Based Learning: Policy, Guidelines and Responsibilities for Saskatchewan Learning Resource Centres

1988 Saskatchewan Education. Curriculum Development Division
Learning Resource Centres in Saskatchewan: A Guide for Development

1988 Saskatchewan Education.
Understanding the Common Essential Learnings: A Handbook for Teachers.

1989 Saskatchewan School Library Association
The School Library: Collection Development
Monograph No. 1
The School Library and Co-operative Planning
Monograph No. 2

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> Research shows that investing in school library media programs yields academic achievement. (AASL 1988)

INFORMATION POWER: GUIDELINES FOR SCHOOL LIBRARY MEDIA PROGRAMS, published jointly by AASL and AECT is one of the new documents on the horizon that Canadian educators and leaders should be encouraged to examine. It merits consideration as a reflection of the current state of thinking about school library media development in the United States.

As professionals in Canada it is our obligation to be aware of the content, scope and direction in the document, and to capitalize on any momentum that is generated through its use by our colleagues. A closer examination of the basic principles needs to be undertaken.

The mission statement for this document, and for school librarianship in the U.S. today is stated as follows:

THE MISSION

> The mission of the library media program is to ensure that students and staff are effective users of ideas and information. (p.1)

How does this compare to the mission statement you have prepared for your school program ? for your district program? for your association's goals ?

To fulfill this mission, there are some specific challenges which are summarized for the readers, leaders, and workers in education:

THE CHALLENGES

THE CHALLENGES

1. to provide intellectual and physical access to information and ideas for a diverse population whose needs are changing rapidly

2. to ensure equity and freedom of access to information and ideas, unimpeded by social, cultural, economic, geographic, or technologic constraints.

3. to promote literacy and the enjoyment of reading, viewing, and listening for young people at all ages and stages of development

4. to provide leadership and expertise in the use of information and instructional technologies

5. to participate in networks that enhance access to resources located outside the school. (p. 3 - 13)

As an overview, it would seem that these challenge statements are consistent with the current literature on the Canadian scene. The statements are general enough that Canadian school library personnel apply them as they adapt to the changing educational environment. The degree varies, but the concept is applicable.

> Teachers and library media specialists take on a moral responsibility to ensure that every child has equal access to knowledge. (John Goodlad)

> You can leave school at 16, but you should not leave the library media centre and all its connections because that is the continuing source of active rich participation in the human conversation.
> (John Goodlad)

These two quotes taken from one of the implementation video tapes captures the philosophical essence of these GUIDELINES. To be able to invite this leading educator to address the issues of school librarianship has been a masterful touch. It is significant that his challenge places the responsibility firmly on the shoulders of all in education. In fact, he issues it as a challenge to all who work in the field to empower students with

life-long learning skills in their efforts to combat illiteracy in all its forms.

INFORMATION POWER (chapter 2) addresses the question of program development.

> The school library media program that is fully integrated into the school's curriculum is central to the learning process. (p.15)

For the person who is tuned into the changes in education today, this challenge is paramount. It is central to the success of any program in any school. This chapter has made giant strides in clarifying the place of the school library program in the total educational picture. However, this is one of the areas where Canadian documentation is a step ahead. It is indeed fortunate that Ontario Education's PARTNERS IN ACTION was used in the preparation. It is unfortunate that B.C.T.L.A's FUEL FOR CHANGE and Alberta's FOCUS ON LEARNING and Saksatchewan's RESOURCE BASED LEARNING were not also cited as reference works. INFORMATION POWER needs the kinds of charts, graphs, and systematic phases of development that are elaborated in the Canadian counterparts. Especially, the "components" chart.

Throughout all these documents, the term "partners" is used consistently to introduce the cooperative and collaborative planning model that must be undertaken.

> Partnership n.
> 1. the state of being a partner
> 2. a contract entered into by two or more persons in which each agrees to furnish a part of the capital and labour for a business enterprise, and by which each shares some fixed proportion in profits and losses
>
> Partner n.
> a person associated with another or others in some activity of common interest and for mutual benefit.

"An effective school library media program depends on the collaborative efforts of all those who are responsible for student learning
the principal
the teacher
the student
the library media specialist (p. 21)

In effect this statement reflects one of the most significant differences between the attitudes in the two countries. In Canada, and in most of the provincial statements, the term used is COOPERATIVE PROGRAM PLANNING, TEACHING AND EVALUATION, as compared to the U.S.term "collaborative" advocated in INFORMATION POWER. While quibbling over a term can be a waste of energy, in this case the application of the concept can be quite different. In CPTE. the implication is that the complete process is undertaken and completed for the mutual benefit of all concerned. The term "collaborative" provides an opportunity for parallel programs to evolve which have little integration, and less ultimate benefit for the student. The phased development outlined in FOCUS ON LEARNING would be a valuable adjunct and have clarified the concept at this stage.

Of particular value at this time are the outline of RESPONSIBILITIES FOR ... the PRINCIPAL (p.22), the TEACHER (p.22-23), THE STUDENT (P.23 -24) and the LIBRARY MEDIA SPECIALIST (p.24) Discussion with U.S. counterparts, has indicated that a stumbling block seems to have arisen over the statement under teacher responsibilities (p.23)

" cooperatively develops and teaches an information skills

> curriculum that includes developing skills for learning throughout life, including appreciation and enjoyment of all types of communication media.

Apparently two polarities are occurring, wherein some teachers are demanding independent checklists for each grade regardless of the content and the skills of the students so that specific testing can be done and grades assigned. The other avenue is where teacher-librarians are initiating a separate skill continuum in order to protect their turf and to prove that they are teaching. This will be an unfortunate turn of events, since cooperative planning has been demonstrated to be a much more effective approach and strategy.

> Intensive use of library resources for science instruction resulted in significant improvement in critical thinking, science attitudes, writing, elective science reading, and overall library utilization." (Barrilleaux, 1965)

INFORMATION POWER accents the three-fold role of the library media specialist as information specialist, teacher, and instructional consultant. It would appear that both Canadians and Americans librarians are having difficulty with the concept of "instructional consultant". It may be the term and the traditional perceptions that some have of the consultant as "master teacher" or "Mr. Fix-it." However, the working definitions for the role of instructional consultant should be addressed conscientiously:

> ... curriculum development is the process that identifies educational goals and sets realistic expectations for learners....
> instructional development is the systematic process that guides the planning, implementation, and evaluation of instruction in the individual classroom. (p.35)

Thus the door is open for the total range of activities in the cooperative planning, teaching and evaluation modes that have

been described in Canadian literature. The theory is stated. Now it is important that library personnel find a way to implement it with their teacher colleagues.

> We always admire the other fellow more after we have tried to do his job. (William C. Feather)

The responsibilities of the library media specialist are expressed in positive and active terms. They imply the recruitment of the best teachers and leaders in the school community to do the following types of activities:

- provide the human link between a well-developed library media program and the users served by the program
- translate the goals presented in the mission statement into vibrant inspiring learning experiences
- bring to the school community expert knowledge about the world of information and ideas in all their form
- create/nurture the partnerships necessary to achieve the mission of the library media program.

> Access to interesting and informative books is one of the keys to a successful reading program. As important as an adequate collection of books is a librarian who encourages wide reading and helps match books to children.
>
> Becoming a Nation of Readers,
> National Academy of Education
> Commission on Reading, 1986

Leadership, Planning and Management (Chapter 4) outlines the following dimensions of responsibility:

- effective leadership requires a clear understanding of the present library media program and articulates the vision of the potential for the program.
- planning is the basis for all management functions.
- management translates program goals into action.

The components of this chapter and succeeding chapters on personnel (p.56 - 56); resources and equipment (p.69-84); facilities (p. 85 - 101) and District, Regional and State Leadership (p. 102-112) are in general congruent with Canadian philosophy and practice both as observed and reported in the literature.

In summary, INFORMATION POWER has much to recommend it to Canadian educators. It summarizes the research in the field relatively well, except for the Canadian references already noted. It is written in a language that is quite readable by both professional and lay person. It provides thought inducing guidelines (and not recipes or firm statistical answers that can be quoted randomly out of context). It has support materials in the form of videos and discussion guides for use in personal clarification and in group discussion. It should not be used alone. It must be used in discussion encounters so that the participants understand what is happening on both the local, national and international scenes. The previously cited Canadian documents need to be read, studied and shared widely. They are all compatible in philosophy and approach. It is important that the wheel, already invented, be harnessed and refined.

> Confidence in another's integrity is evidence of one's own.
> (Montaigne)

So now the GUIDELINES have been identified. What happens next ? What are the implications for schools, districts, College and Universities and the various levels of Associations ?

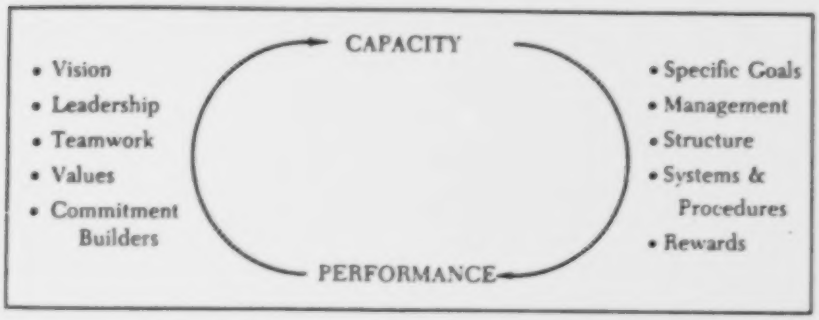
A model for the capacity-performance of the individual, the institution, and the association is offered for consideration. The premise of the model is a need on the part of the leadership to be attentive to both the processes of organization that encourages performance and those that secure the renewal or capacity of the organization to perform in the longer term.

In the case of school librarianship, it is becoming increasingly obvious that the capacity to meet the educational/institutional needs and the ability to perform at a level appropriate to both the membership and the organization are an outcome of the general property of the profession -- that is its vitality. By this, one means the ability to sustain focus, commitment, innovation and results.

For generations, educational managers have affirmed the power of specific goal-setting, the establishment of clearly defined policies or procedures, and the development of effective financial accountability. Unfortunately, current management theory suggests that these three processes if left unchecked, tend to create bureaucracy, suppress risk-taking, and drive the vitality out of the organization.

The capacity-performance model, on the other hand requires an exploration of vision and values. To some of you, these will be risky and unfamiliar concepts. The question posed by CHALLENGE FOR CHANGE IN SCHOOL LIBRARIES is ...Are you interested in adventure and stimulation that will both challenge and tax your mental capacity ? The Capacity-Performance Model is best illustrated by this diagram.

CAPACITY-PERFORMANCE MODEL



What saps the vitality of organizations and their members? As was pointed out, vitality is the ability of an individual and an organization to sustain focus, commitment, and innovation. Thus, any activities which distract attention from the main goal, waste creative energy, reduce commitment, or drive out risk-takers are the culprits which sap personal vitality. At a more specific level, some of the major culprits are vision drift, leadership distance, poor alignment of vision and systems, and treating people as just another resource.

1. Vision drift

One of the early literary contributions to the art and science of leadership was made by Lewis Carroll in ALICE IN WONDERLAND. While often referred to in discussions on strategic planning, it is so much to the point that it bears repeating. It is the exchange between Alice and the Cheshire Cat:

> "Cheshire puss," she began, rather timidly, " Would you please tell me which way I ought to walk from here ?"
> "That depends a good deal on where you want to get to," said the Cat.
> "I don't much care where," said Alice.
> "Then it doesn't matter which way you walk," said the Cat.
> "So long as I get somewhere," Alice added as an explanation.
> "Oh, you're sure to do that," said the Cat, "if only you walk long enough!"

Unlike Alice, we in education rarely have the luxury of getting to where we are going by taking an infinite amount of

time. Our years are fixed. Our students graduate. If we drift away from a clear and compelling purpose and an overarching set of goals we fail our students and ourselves.

One of the greatest de-moralizers is our preoccupation with internal issues of turf and power. Can you relate this to your school situation ? Does it matter who gets the credit for the students developing independent learning skills for life-long learning ? Isn't it more important that we cooperate to ensure that the students can be successful in their skill development, and that their time be used efficiently in developing problem solving skills ?

And what about the association in your area ? Does it really attack the issues head on? Or is it embroiled in constitutional revision every second year?? Does it have a plan of action that builds from year to year, in a way that is evident and obvious to the new executive members ? Are the forces mobilized, or are their bickering over petty details internally ? These stressors reinforce the search for sanctuary among the members. They hasten to find security in the known. The back-off from accepting challenging positions for fear of peer criticism. Territoriality also significantly reduces the collaboration across lines of inter-associational activity within a province as well as among the provinces in a region. We don't have a lot of members in any one district, region or province in school librarianship. We must find ways to work together to get the most done for the benefit of the greatest number, with the least amount of hassle. If we allow association or professional drift to occur, we increase our vulnerability to changes in the educational community, to social pressures such as censorship,

and to governmental pressures, such as the recognition of non-certified employees as librarians. We need to direct our energy to anticipate changes, to recognize problems, and to resolve them effectively. If we allow ourselves, or our associations to become drifters, the tendency will be to resolve the immediate problem at hand rather than to address the larger implications, to apply solutions that have historic but not present value, or to hope that the problem will resolve itself. Each time we take the expedient route, we are effectively reducing our own power and vitality.

2. Leadership distance

There is no substitute for leadership's awareness of the mood and issues facing school librarianship today, both at the building, district and national levels.

The teacher-librarian who is absent from the staffroom, from committee activities and from school/district functions, soon loses contact with the climate of the school and community. Vitality seeps away as the contacts decrease, and the technical functions take on greater and greater significance. If the public/clients do not see the individual, the old adage " Out of sight, out of mind" soon comes into play and other agents are sought to provide informational and instructional assistance. In some cases, technology can also be seen as the vehicle to meet the immediate need.

What are the implications for school library association leaders ? Awareness of the organization can be felt by wandering around if one has that kind of time. On the other hand, more systematic methods of covering a province and a membership must be used if vitality in the association is to be maintained. If

we are asking for membership money, we must be able to show the membership what they can expect from the leaders, from the vitality of the association, and general image of the association in the public media. The members must feel that the leadership on the executive has a personal knowledge of their concerns and issues whether they be rural or urban, rich or poor, trained or untrained. More importantly the leaders must be seen to be willing to listen to the problems as expressed by the individual. Somewhat of a tall order for unpaid personnel ?? What are legitimate expectations in this regard from personnel who work at the Colleges and Univesities ? and for Department of Education personnel ? What roles do they play ? Is there a choice if you want a vital and vibrant profession ?

3. Poor alignment of vision, strategy , and system

District-level personnel often like to think of the system as a sort of shadow cast by the vision and values of the leader. No leader can be in all parts of the system at any one time, and so systems are developed to extend and structure the values, norms, processes that ought to consistently guide good organizational practice. By establishing systems, difference - reducing mechanisms are put in place to keep the operation efficient and consistent. It is then possible for one librarian to move to another location within the same district and find similar organizational patterns. The support staff are trained to perform tasks in a consistent manner. The students know that the libraries will have similar tools to help them when they transfer from one level to another. Now the question arises, do these systems change with the times ? with the needs

of the changing community ? with the economy ? or do they become more rigid and sap the vitality from the district ?

Can rigid systems in a school library reduce its ability to respond to individual needs? On the other hand, can a lack of system simply mean a drifting from crisis to crisis as if there were no guiding hand ... no real raison d'etre? In either case the productive creative energy will be sapped, and the performance level will likely become mediocre, or filled with malcontent.

4. Treating people as just another resource

Money, equipment, and ideas don't make things happen, people do. And yet, by our language and ways of working, we too often think people and capital can be managed in the same ways. Do you bring forward solutions to everyday problems that are money-centred rather than people-centered ? Would your library program be perfect if you just had a bigger budget ?

Changes in program success depend on the ability of the teacher-librarian to invite, support and appreciate the contribution of all people who work in the library. As the support staff see their ideas valued, they realize that they too have some power to influence change. Then they will become more willing to invest in the program. Likewise in the scenario at the district-level, as the leader involves the staff in problem solving processes that values and acknowledges individual participation, so too can one expect a sense of ownership and loyalty to the program. The successful route to effective staff involvement is a long and time consuming one but with the prospects of handsome dividends. If we believe in cooperative

planning, teaching and evaluation with the teaching staff, why can't we put the same principles to work in our dealings with each other at the association level ?

> There is nothing better than the encouragement of a good friend. (Katharine Butler Hathaway)

Guideposts to Renewed Vitality

These are some qualities for school library leadership commitment which appear critical to building and sustaining vitality.

1. They are energetic champions of a clear vision of the potential for school library programs in education ... local school, district, or nationally. These people have the ability to enthuse and focus commitment. They act in ways that reinforce and renew an understanding of the goals of the school library media program. They provide local management systems or styles that transform their vision into practical ways of doing things. In other words, they practise what they preach.

These same people are the ones who are able to develop a shared-vision. They capitalize on the insights of others. They actively champion and hang tough on what really counts for education as well as for school librarianship. Enormous commitment of energy and effort to build the shared-vision across the district, province or nation is needed. The returns are a clarity of purpose, a reason for being. A clarity of vision enables all the members to confidently tell the rest of the world what they stand for, with both pride and purpose.

2. Vital school library leaders are committed to continuous improvement. They are consciously aware of what is happening in the field and in the literature. They are willing to provide personal support to individuals as they work through the new ideas, and evolve a strategy for putting them into practice. Innovations are vulnerable to internal attack by those who regard them as counter to the vested interests or territorial rights.

There is no stronger signal to members of the group about the value placed on innovation than what happens to innovators.

3. School library personnel, who are committed to providing their customers with quality services and resources, are usually acknowledged by their peers as leaders. The differentiation seems to come in the interpretation of the word "service" as one that means meeting the educational and instructional needs of the students and teachers in both a cooperative and collaborative manner. These teacher-librarians are able to ask for and use ideas from their peers at school and in the community. They have a talent for involving others in decision-making, and in problem-solving. They are able to make others feel good about themselves. Are you the kind of person who can involve others positively so that you can capitalize on their energy, enthusiasm, time and wisdom ?

4. They judiciously guard the use of their time.

Leaders that seek to use long term goals to their advantage reflect this intent in the management of their own personal time. They don't fill their appointment books so full that they can't respond to immediate and local needs. They know that planning is

challenging and energy consuming. They set long term goals and attempt to develop short term plans to reach their ideals. They realize that their success is really measured in the responsiveness of other people around them. At the same time, they recognize that maintenance of their own personal and mental health is of great importance. A tired, sick, or moody leader is not a valuable asset to any system. They know that while survival is in itself essential, it is a long way from the desired enthusiastic leadership needed to revitalize a system.

Conclusion:

. The question is, what do we do with these guidelines ??

Do we recognize them as a long-term vision that needs to be nurtured and developed ?

Do we see them as the medium that we can use to spread our message of improved learning environments ?

Do they motivate us to renew our commitment to school librarianship as a significant career ?

Do they invite us to invest time in committees at the local, provincial, nation or international levels to help spread the vision ?

If they do any of these, then they have been successful, and have been worth the energy and learning that went into their creation.

Whatever your answer, think about what Dennis the Menace has to say:

"The best thing you can do is to get very good at being you.